DOCUMENT RESUME

ED 111 269 HE 006 656

AUTHOR Counelis, James Steve
TITLE Values and Concerns: Fall 1974 Freshman of The University of San Francisco.
INSTITUTION San Francisco Univ., Calif. Office of Institutional Studies.
PUB DATE 20 Jun 75
NOTE 48p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Church Related Colleges; College Environment; *Demography; Educational Finance; Ethnic Groups; Females; *Higher Education; Legal Responsibility; Males; Private Colleges; *Student Attitudes; Student Characteristics; Tables (Data); Units of Study (Subject Fields); *Values
IDENTIFIERS *University of San Francisco

ABSTRACT

The importance of knowing more about the nature of American college and university students became highlighted in the 1960's. To this end, the University of San Francisco developed a two-page questionnaire focusing on the needs of a religiously affiliated university with concerns for the quality of life on campus. The questionnaire centered on the following topics: (1) finances; (2) personal earnings; (3) religious views; (4) personal values; and (5) personal concerns about college life. The demographic characteristics of school/college enrollment, current religious preference, sex, legal status, federal government, ethnic categories, residence, and parental income were included. Of all questions on the survey document, only the parental income question was generally not answered. Hence, no significant data in this area was collected. In its present form this study presents one thing only. It provides a description of the fall 1974 freshman at the University of San Francisco in term of certain demographic characteristics, attitudes, values, and concerns. There are no theoretical or generalized notions to tie these various elements together. In particular, the ethnic groups' data are not organized according to any theory of human relations. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED111269

VALUES AND CONCERNS: FALL 1974 FRESHMEN OF THE UNIVERSITY OF SAN FRANCISCO

by

James Steve Counelis

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

. . . .What counts is the integrity of what is happenning inside our heads.

--Don Benson, "Restructuring Universities," Rumors of Change (1969)

HE 006 656

THE UNIVERSITY OF SAN FRANCISCO

Office of Institutional Studies and Management Information

VALUES AND CONCERNS: FALL 1974 FRESHMEN OF THE UNIVERSITY OF SAN FRANCISCO

by

James Steve Counelis

San Francisco, California 94117

June 20, 1975

PREFACE

To do this study was an interesting task from which I learned. And it is my hope that the contents of this report is of interest and has utility not only to the University of San Francisco but to others.

My thanks goes to Dr. Frances Anne Dolan, Vice President for Student Development, for the opportunity to do this study. Too, I am grateful for the excellent help I received from Mr. Dick Palomba, Director of Student Activities. To Mr. E. Unini and to Mrs. Fran Nishiguchi I am indebted because they made this paper possible through their computer programming skills and expertise in typing this manuscript. Of course, the responsibility for this text and study rests with this writer as it should.

J.S.C.

The University of San Francisco
June 20, 1975

VALUES AND CONCERNS: FALL 1974 FRESHMEN OF THE UNIVERSITY OF SAN FRANCISCO

by

James Steve Counelis[+]

Background:

Two significant phenomena have occurred in American higher education since its greater democratization after World War II. One of these phenomena was the increased numbers who availed to themselves the open opportunity for postsecondary education in a college or a university. The second of these phenomena is the wider diversity of students now attending the American college and university than those who attended in the 1920's, '30's and '40's. The great student riots in the 1960's reflected the diversity and the conflict of values in that diversity and the larger society.

The importance of knowing more about the nature of American college and university students became highlighted in the 1960's. This importance was underscored in 1966 when the American Council on Education sponsored an annual survey of freshmen. Through ACE's Cooperative Institutional Research Program, the largest in the nation, data on over 600 institutions, 100,000 faculty and 2.8 million students has been accumulated.

[+]Dr. James Steve Counelis is Director of the Office of Institutional Studies/Management Information and Associate Professor of Education in the School of Education, in the University of San Francisco, San Francisco, California 94117.

The utility of the ACE freshmen survey varies from institution to institution. The University of San Francisco found the costs too high. And last year, it opted to do a simple two-page (one legal size sheet) questionnaire, using as inspiration some of the notions of past ACE/CIRP questionnaires; but, focusing on the needs of a religiously affiliated university with concerns for the quality of life on campus.

Dr. Frances Anne Dolan, Vice President for Student Development, and her professional staff centered their questionnaire interests on the following topics: (1) finances; (2) personal earnings; (3) religious views; (4) personal values; (5) personal concerns about college life. The questionnaire was produced jointly by the Office for Student Development and the Office of Institutional Studies/Management Information. This writer took the roles of critic and questionnaire technician.

Unfortunately, the results of this study are far too late for direct use by the university's student development professionals. Reductions in the operations of the Office of Institutional Studies required this office's redirection of its attention toward other projects. However, the results of this survey are of such importance to the university and other professionals, that this writer has produced this summary report.

The Questionnaire and Survey Sample:

In the Appendix, a copy of the questionnaire is to be found. The demographic characteristics of school/college enrollment, current

religious preference, sex, legal status, federal government ethnic categories, residence, and parental income were included. Of all questions on the survey document, only the parental income question generally was not answered. Hence, no significant data in this area was collected. The results of the survey in the topical areas will be discussed in detail within later sections of this report.

The survey of freshmen for Fall 1974 is not a randomized sample. The survey was distributed and collected at four summer orientation programs (June 28, July 1, 8, 12, 1974) and at the regular Fall Freshmen Orientation on September 3, 1974. Some 356 out of 701 freshmen completed and returned the survey document, this being a 50.8% return.

Though it is true that responders to survey questionnaires are a self-selected group who probably are different from the non-responders, it is possible to note comparisons of the proportional distributions for given demographic variables found in the sample and the total freshman population. Charts Nos. 1-6 contain the comparative demographic data. Chart No. 7 contains the results of testing the null hypotheses that no statistically significant difference is found when comparing a given variable's proportional distribution for both the sample and population. A detailed review of Chart No. 7 indicates that the proportional distribution of five demographic variables in both sample and population did not differ significantly, these demographic variables being school/college enrollment, current religious preference, sex, legal status, and federal ethnic groups. Only the residence variable was found to be

seriously biased by 13.6%. These facts place the "representativeness" of this sample and study in an appropriately guarded perspective. It can be said with caution that the sample's "representativeness" was established in the sense that the responders statistically reflected the Freshmen class's composition on all but one demographic characteristics. But at this writing, the differences that might be inherent in residential or non-residentiai freshmen are not known.

[Insert Charts Nos. 1-7 here.]

Finances:

With not being able to know the student's parental income, there remain two questions on student finances at college. The first question elicits the degree of concern that each student had for financing his college education. Table No. 8 presents the data. Some 28.2% registered "no concern" for financing their college education, while 71.8% registered "some or major concern" about financing college expenses. When compared to ACE's norms for high selectivity Roman Catholic colleges, the USF freshmen distribution was not too far off the mark which typified the university.

Table No. 9 provides information on the questionnaire's second finance question, viz., the percent of college expenses which the student planned to earn. Some 83% of the surveyed students indicated that they planned to earn up to 49% of their college expenses. Further, some 17% of the students surveyed expected to earn 50% or more of their educational costs. It is of interest to point out that the students who manifested

a major concern for college finances may be those anticipating the earning of more than half of their college costs. Compare Charts Nos. 8-9.

Chart No. 10 presents by ethnic group the freshman students' degree of concern over their financing of college costs. And Chart No. 11 presents by ethnic group the freshman students' anticipated proportion of college costs to be earned. Both of these charts are useful for planning financial aid; but Chart No. 11 is the most important for financial aid planning.

Considering those freshmen requiring to earn more than 25% of college costs as needing tuition aid, it is possible to determine which ethnic groups of students, as well as the total pool of freshmen needing such aid. From Chart No. 11, fully one third (111 ÷ 333) of the 1974 Fall freshmen surveyed need to earn more than 25% of their college costs to be in school. And the following ranking of ethnic groups is in terms of the number of freshmen within that group needing to earn more than 25% of college costs: (1) Caucasian (85 ÷ 246): 34.6%; (2) Black and Oriental (9 ÷ 27): 29.6%; (3) Spanish-surnamed (9 ÷ 32): 28.1%. Hence, it appears that our caucasian freshmen as a group were more needful than the Black, Oriental and Spanish-surnamed freshmen. I presume that this result may be a function of our type of institution and its student attracting characteristics.

[Insert Charts Nos. 8-11 here.]

Freshmen Religious Views:

In the survey instrument, the freshmen were asked to describe their personal religious views in terms of the strength of their conviction and commitment to a religious group. Chart No. 12 records by sex the frequency and proportional distributions for the five religious options given in the questionnaire, viz., Items Nos. 42-46 in Box 10. If viewed proportionally, the male freshmen students hold stronger religious views than the freshmen women. According to Chart No. 12, 44.8% of the men hold "strong religious convictions" as contrasted to 37.7% of the women. But for the whole group of freshmen (men and women), 35.7% of the Fall 1974 freshmen surveyed hold "some religious ideas/ feelings and are committed to a religious group." However, it is important to note that the differences in proportions between the men and women students survey for each of the five religious items are not statistically significant, using a .01 confidence interval criterion.

Chart No. 13 cross classifies the surveyed freshmen on two religious dimensions: (1) religious views (Box 10); (2) current religious preferences (Box 2). Accordingly, slightly over two-thirds of the surveyed freshmen are Roman Catholic with 47.3% (237/350) of these students asserting strong religious views. For the Protestant freshmen who consist of about 12.9% of the surveyed students, some 37.7% (17/45) assert that they hold strong religious views. In addition, the students who asserted no current religious preferences and who constitute about 11.4% of the students surveyed, some 35% (14/40) indicated no religious convictions. It is of interest to note also that the null hypotheses of no relation between the students' self-described religious views and their

stated current religious preference was rejected at the .01 level by a chi-square test. The distribution found in Chart No. 13 could have occurred randomly but once in a hundred times. It can be asserted, reasonably, that the Fall 1974 freshmen have declared themselves to be moderately religious across the board.

[Insert Charts Nos. 12-13 here.]

Freshman Personal Values:

This freshman questionnaire asked the respondents to rate 18 personal values with the following code: (a) essential: 1; (b) very important: 2; (c) somewhat important: 3; (d) not important: 4. In Chart No. 14, descriptive statistics are provided for each of the personal values in terms of the total group of respondents and in terms of the several freshman ethnic groups. For the total group responding, ranking the means of these personal values presents some important insights into the value structure of Fall 1974 freshmen at the University of San Francisco.

Fall 1974 Freshman students rank ordered the following personal values as "essential": (1) learning: 1.18; (2) establishing my own set of values: 1.38; (3) having friends: 1.54; (4) good grades: 1.64; (5) service to others: 1.86; (6) becoming an authority in my field. These values are deemed essential in a balanced sense of personal development and concern for others while on campus and elsewhere.

The rank order of the personal values considered to be "very important" is the following: (1) having a good time: 2.16; (2) becoming a well-read person across all fields: 2.23; (3) keeping up to date in political affairs: 2.40; (4) influencing social values: 2.49; (5) being financially well-off: 2.55; (6) dating: 2.57; (7) participating in community action programs: 2.61; (8) being successful on a business of my own: 2.72; (9) raising a family: 2.74; (10) becoming involved in environmental programs: 2.80. This set of very important personal values are less immediate in concern for these students inasmuch as they are generally post-college achievement goals.

Only two personal values were considered to be "somewhat important" as post-college achievement values, these being influencing the political structure (3.02) and becoming accomplished in one of the performing arts or creating an artistic work (3.11). None of the personal values had mean ratings at 4, indicating non-importance to the students.

[Insert Chart No. 14 here.]

But the question arises whether the several freshman ethnic groups rank these personal values similarly or was there a significant difference. Testing the null hypotheses that the four freshman ethnic groups, viz., Black, Caucasian, Oriental, and Spanish-surnamed, significantly did not rank these personal values differently, Chart No. 15 presents the results in the form of Kendall's Coefficient of Concordance (W). The Kendall W was calculated to be .99, significant at the

.01 level. The null hypotheses was accepted. Hence, the four ethnic groups almost unanimously ranked these 18 personal values identically.

[Insert Chart No. 15 here.]

A further set of questions arises. Are there significant differences between the freshman ethnic groups as to the degree of importance attached to each of these personal values? The results of 108 t-tests are presented in Chart No. 16 which test the null hypotheses of no difference for each of the six pairings of freshman ethnic groups tested for each of the 18 personal values on the questionnaire. Four out of the six pairings of ethnic groups contain 14 t-test results that force the rejection of the null hypotheses, given the fact that some 108 t-tests were conducted. These are summarized below from the data provided in Charts Nos. 14 and 16.

(1) Caucasian freshman students significantly prize more highly than Black freshman students the following personal values: (a) having a good time; (b) having friends; (c) dating.

(2) Caucasian freshman students significantly prize more highly than Oriental freshman students the following personal values: (a) establishing my own set of values; (b) keeping up to date in political affairs; (c) dating.

(3) Caucasian freshman students significantly prize more highly than the Spanish-surnamed freshman students the following personal values: (a) having a good time; (b) having friends; (c) establishing my own set of values.

(4) Spanish-surnamed freshman students significantly prize more highly than Caucasian freshman students the following personal values: (a) good grades; (b) being successful in a business of my own.

(5) Spanish-surnamed freshman students significantly prize

more highly than Oriental students the following personal values: (a) good grades; (b) dating.

There were no statistically significant t-test results for Black/Oriental and Black/Spanish-surnamed ethnic group pairings. It is my belief that Student Development personnel could well use such empirical results in helping students to program curricula and to cultivate student life on campus for both residential and commuter student.

[Insert Chart No. 16 here.]

Freshman Concerns About College:

The freshman questionnaire asked the students to rate 11 personal concerns about college life with the following degrees of involvement: (a) very concerned: 1; (b) somewhat concerned: 2; (c) not concerned at all: 3; (d) haven't thought about it: 4. In Chart No. 17, descriptive statistics are provided for each of the personal college life concerns in terms of the total group of freshman and in terms of the several freshman ethnic groups. For the total responding freshman group, ranking the means of these personal college life concerns presents important insights into their pattern of the Fall 1974 freshmen.

The Fall 1974 freshmen respondents rank ordered the following college life personal concerns in their "very concerned" classification: (1) maintaining above-average grades: 1.38; (2) meeting people and making friends: 1.54; (3) deciding what to do with my life after graduation: 1.72; (4) establishing an independent set of standards for myself and personal life style: 1.77. The "very concerned" category of personal

concerns about life at the University of San Francisco dovetail well with the personal values which these student ranked as being "essential."

The student ranking of college life concerns under the category of "somewhat concerned" is as follows: (1) maintaining my present moral and religious convictions: 2.07; (2) obtaining houses, after my freshman year: 2.17; (3) whether or not it was a good idea to come to USF: 2.22; (4) dating decisions that involve my attitude/values on sex: 2.60; (5) leaving home: 2.68; (6) having a compatible roommate: 2.72; (7) exposures to drug use: 2.90. These "somewhat concerned" issues about college life at the University of San Francisco are interesting graded perceptions that supplement the continuum of freshman involvement. Certainly, exposure to drug use borders on non-concern as does leaving home and dating decisions, all of which have means that are greater than .50 on the scale.

But do the several freshman ethnic groups rank these college life concerns in about the same pattern? Chart No. 18 presents the Kendall Coefficient of Concordance (W) test results of the null hypotheses that no differences exist among the simultaneous ethnic ranking of college life concerns. A Kendall W of .94 was calculated and it was tested at the .01 level. The null hypotheses was accepted. Hence, the freshman ethnic groups almost unanimously ranked these concerns in a identical fashion.

[Insert Chart No. 18 here.]

As in the study of these freshman students' personal values, a

further question arises. Are there significant differences between the freshman ethnic group as to the degree of significance attached to each personal college life concern given on the questionnaire? The results of some 66 t-tests are presented in Chart No. 19 which test the null hypotheses of no difference for each of the six pairings of freshman ethnic groups tested for each of the 11 college life concerns on the questionnaire. All six pairings of freshman ethnic groups contain 8 t-test results that force the rejection of the null hypotheses. given the fact 66 t-tests were conducted. These 8 results are summarized below from the data provided in Charts Nos. 17 and 19.

(1) Oriental freshman students are significantly more concerned than Caucasian and Black freshman students over what they will do with their lives after graduation.

(2) Oriental freshman students are significantly more concerned than Spanish-surnamed freshman students over having a compatible roommate.

(3) Black freshman students are significantly more concerned than Caucasian and Spanish-surnamed freshman students over maintaining their present moral and religious convictions.

(4) Spanish-surnamed freshman students are significantly more concerned than Caucasian and Black freshman students over what to do with their lives after graduation.

(5) Caucasian freshman students are significantly more concerned than Spanish-surnamed students over having a compatible roommate.

As was the case in the study of the freshman ethnic groups' personal values, these statistically significant student concerns about their college life have practical significance for the professionals in student development on the campus.

Conclusion:

In its present form, this study presents one thing only. It

provides a description of the Fall 1974 freshman at the University of San Francisco in term of certain demographic characteristics, attitudes, values and concerns. There is no theoretical or generalizing notion to tie these various elements togehter. In particular, the ethnic groups' data are not organized according to any theory of human relations. This is a weakness of the study that stems from this writer's limitations.

The pragmatic basis for the development of this document as an aid to student development professionals on campus also contributed to this non-generalized conclusion. The student development staff selected the items for the questionnaire for operational reasons that are institutionally and professionally idiosyncratic to the University of San Francisco. Hence, in the larger panorama of theory relating to values and perceptions of ethnic groups of college students, this study provides useful data. Though delayed, hopefully this information provides useful practical insights to the professionals and staff in student development. Little else can be hoped for.

APPENDIX

CHART NO. 1: FRESHMAN SEX DISTRIBUTION---COMPARISON OF SURVEY SAMPLE TO ACTUAL SEX DISTRIBUTION, FALL 1974

SEX	SURVEY		ACTUAL	
	N	%	N	%
Men	155	44.7	314	44.8
Women	192	55.3	287	55.2
Subtotal	347	100.0	701	100.0
Non-Respondents	9			
Total	356			

CHART NO. 2: FRESHMAN ETHNIC GROUP DISTRIBUTION---COMPARISON OF SURVEY SAMPLE TO ACTUAL ETHNIC DISTRIBUTION, FALL 1974

ETHNIC GROUP	SURVEY		ACTUAL	
	N	%	N	%
American Indian	1	.3	--	--
Black	27	7.3	55	7.8
Caucasian	255	72.9	488	69.6
Oriental	33	9.4	91	13.0
Spanish-Surnamed	34	9.7	67	9.6
Subtotal	350	100.0	701	100.0
Non-Respondents	6			
Total	356			

CHART NO. 3: FRESHMAN RESIDENCE PATTERN---COMPARISON OF SURVEY SAMPLE TO ACTUAL RESIDENCE PATTERN, FALL 1974

RESIDENCE	SURVEY		ACTUAL	
	N	%	N	%
On-Campus	166	46.6	422	60.2
Off-Campus	190	53.4	279	39.8
Subtotal	356	100.0	701	100.0
Non-Respondents	--			
Total	356			

CHART NO. 4: FRESHMAN RELIGIOUS AFFILIATION---COMPARISON OF SURVEY SAMPLE TO ACTUAL RELIGIOUS AFFILIATION GROUPING, FALL 1974

RELIGIOUS AFFILIATION	SURVEY		ACTUAL	
	N	%	N	%
Roman Catholic	237	67.3	491	70.0
Protestants	46	13.1		
Jews	5	1.4		
Other	24	6.8	210	30.0
None	40	11.4		
Subtotal	352	100.0	701	100.0
Non-Respondents	4			
Total	356			

Office of Institutional Studies/Management Information

CHART NO. 5: LEGAL STATUS OF FRESHMEN---COMPARISON OF SURVEY SAMPLE TO ACTUAL DISTRIBUTION BY LEGAL STATUS, FALL 1974

LEGAL STATUS	SURVEY		ACTUAL	
	N	%	N	%
U. S. Citizens	330	96.2	649	92.6
International Students	13	3.8	51	7.4
Subtotal	343	100.0	701	100.0
Non-Respondents	13			
Total	356			

CHART NO. 6: FRESHMAN SCHOOL/COLLEGE ENROLLMENT---COMPARISON OF SURVEY SAMPLE TO ACTUAL SCHOOL/COLLEGE DISTRIBUTION OF FRESHMEN, FALL 1974

SCHOOL/COLLEGE	SURVEY		ACTUAL	
	N	%	N	%
College of Arts	106	31.6	283	40.3
College of Business Administration	60	18.0	124	17.7
School of Nursing	65	19.5	119	17.0
College of Science	104	31.0	175	25.0
Subtotal	335	100.0	701	100.0
School of Education	10			
Non-Respondents	11			
Total	356			

Office of Institutional Studies/Management Information

CHART NO. 7: REPRESENTATIVENESS OF SURVEY SAMPLE IN TERMS OF SIX DEMOGRAPHIC VARIABLES---CONFIDENCE INTERVAL TEST AT .01 LEVEL

DEMOGRAPHIC VARIABLES	.01 CONFIDENCE INTERVAL	NULL HYPOTHESIS
SEX:		
Male	$.125 < P_1 - P_2 < -.127$	Accepted
Female	$.120 < P_1 - P_2 < -.118$	Accepted
ETHNIC GROUPS:		
Black	$.154 < P_1 - P_2 < -.164$	Accepted
Caucasian	$.123 < P_1 - P_2 < -.057$	Accepted
Oriental	$.123 < P_1 - P_2 < -.195$	Accepted
Spanish-Surnamed	$.161 < P_1 - P_2 < -.159$	Accepted
RESIDENCE:		
On Campus	$-.019 < P_1 - P_2 < -.253$	Rejected
Off-Campus	$.256 < P_1 - P_2 < .016$	Rejected
RELIGIOUS AFFILIATION:		
Roman Catholic	$.068 < P_1 - P_2 < -.122$	Accepted
Other/None	$.167 < P_1 - P_2 < -.113$	Accepted
LEGAL STATUS:		
U.S. Citizens	$.074 < P_1 - P_2 < -.002$	Accepted
International Students	$.130 < P_1 - P_2 < -.202$	Accepted
SCHOOL/COLLEGE ENROLLMENT:		
Arts	$.051 < P_1 - P_2 < -.225$	Accepted
Business Administration	$.158 < P_1 - P_2 < -.152$	Accepted
Nursing	$.179 < P_1 - P_2 < -.130$	Accepted
Science	$.204 < P_1 - P_2 < -.084$	Accepted

CHART NO. 8: FRESHMEN CONCERN FOR FINANCING COLLEGE---COMPARISON OF USF FRESHMEN IN FALL 1974 WITH ACE NORMS

STUDENTS' COLLEGE FINANCING	SURVEY		ACE NORMS*
	N	%	%
No Concern	100	28.2	31.7
Some Concern	173	48.9	51.8
Major Concern	81	22.9	16.5
Subtotal	354	100.0	100.0
Non-Respondencs	2		
Total	356		

*Four-year Catholic Colleges: High Selectivity

CHART NO. 9: FRESHMEN PLANNED EARNINGS, FALL 1974

STUDENTS' PLANNED EARNINGS	SURVEY	
	N	%
Less than 10%	132	39.0
10% - 24%	93	27.5
25% - 49%	56	16.6
50% - 74%	33	9.8
75% - 100%	24	7.1
Subtotal	338	100.0
Non-Respondents	18	
Total	356	

University of San Francisco

CHART NO. 10: FRESHMAN CONCERN FOR FINANCING COLLEGE---ETHNIC GROUP DISTRIBUTIONS, FALL 1974

STUDENTS' COLLEGE FINANCING		ETHNIC GROUPS					TOTAL	
		AMERICAN INDIAN	BLACK	CAUCASIAN	ORIENTAL	SPANISH-SURNAMED	N	%
No Concern		--	6	77	9	6	98	28.2
Some Concern		--	13	120	22	16	171	49.1
Major Concern		1	8	56	2	12	79	22.7
TOTAL	N	1	27	253	33	34	348	100.0
	%	.2	7.8	72.7	9.5	9.8	100.0	

8 Non-Respondents

Office of Institutional Studies/Management Information

6/75

23 Non-Respondents

CHART NO. 11: FRESHMAN PLANNED EARNINGS---ETHNIC GROUP DISTRIBUTIONS, FALL 1974

STUDENTS' PLANNED EARNINGS	ETHNIC GROUPS					TOTAL	
	AMERICAN INDIAN	BLACK	CAUCASIAN	ORIENTAL	SPANISH-SURNAMED	N	%
Less than 10%	--	11	94	11	15	131	39.3
10% - 24%	1	7	67	8	8	91	27.3
25% - 49%	--	5	43	4	4	56	16.9
50% - 74%	--	1	23	2	5	31	9.3
75% - 100%	--	3	19	2	--	24	7.2
TOTAL N	1	27	246	27	32	333	100.0
TOTAL %	.3	8.1	73.9	8.1	9.6	100.0	

CHART NO. 12: FRESHMAN RELIGIOUS VIEWS DISTRIBUTED BY SEX WITH A CONFIDENCE INTERVAL TEST AT THE .01 LEVEL

STUDENTS' RELIGIOUS VIEWS	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
I would describe myself as a person with:						
(42) strong religious convictions and a commitment to a religious group.	47	30.5	55	28.8	102	29.6
(43) strong religious convictions but not committed to a religious group.	22	14.3	17	8.9	39	11.3
(44) some religious ideas/feelings and committed to a religious group.	40	26.0	83	43.5	123	35.7
(45) some religious ideas/feelings but not committed to a religious group.	33	21.4	32	16.7	65	18.8
(46) no religious convictions at all.	12	7.8	4	2.1	16	4.6
Subtotal	154	100.0	191	100.0	345	100.0
Non-Respondents	--		--		11	
Total					356	

MALE/FEMALE PROPORTION TESTED	.01 CONFIDENCE INTERVAL	NULL HYPOTHESIS
Item No. 42	$.251 < P_1 - P_2 < -.217$	Accepted
Item No. 43	$.316 < P_1 - P_2 < -.208$	Accepted
Item No. 44	$.052 < P_1 - P_2 < -.402$	Accepted
Item No. 45	$.027 < P_1 - P_2 < -.203$	Accepted
Item No. 46	$.329 < P_1 - P_2 < -.215$	Accepted

Office of Institutional Studies/Management Information

University of San Francisco

CHART NO. 13: FRESHMAN RELIGIOUS VIEWS DISTRIBUTED BY RELIGIOUS PERSUASION, FALL 1974

STUDENTS' RELIGIOUS VIEWS	ROMAN CATHOLICS	PROTES-TANTS	JEWS	OTHER	NONE	TOTAL
I would describe myself as a person with:						
(42) strong religious convictions and a commitment to a religious group.	86	11	2	4	1	104
(43) strong religious convictions but not committed to a religious group.	26	6	--	7	2	41
(44) some religious ideas/feelings and committed to a religious group.	103	11	2	5	2	123
(45) some religious ideas/feelings but not committed to a religious group	21	15	1	7	21	65
(46) no religious convictions at all.	1	2	--	--	14	17
Subtotal	237	45	5	23	40	350
Non-Respondents	--	--	--	--	--	6
Total	237	45	5	23	40	356

Office of Institutional Studies/Management Information

$X^2 = 170.78$ X^2 (= .01, 16df) = 32.00

6/75

CHART NO. 14: FRESHMAN PERSONAL VALUES DISTRIBUTED BY TOTAL AND BY ETHNIC GROUPS, FALL 1974---DESCRIPTIVE STATISTICS

STUDENTS' PERSONAL VALUES	N	MEAN	S.D.
(47) Having a good time			
All Groups	341	2.16	.82
Black	26	2.42	.90
Caucasian	246	2.07	.80
Oriental	31	2.26	.86
Spanish-surnamed	33	2.48	.80
(48) Becoming accomplished in one of the performing arts (e.g., dancing, acting, etc.) or creating an artistic work			
All Groups	341	3.11	.90
Black	26	3.12	.86
Caucasian	245	3.12	.89
Oriental	32	3.03	1.00
Spanish-surnamed	33	3.18	.95
(49) Becoming an authority in my field			
All Groups	340	1.97	.88
Black	26	1.62	.70
Caucasian	245	2.04	.87
Oriental	31	1.94	.93
Spanish-surnamed	33	1.85	.91
(50) Influencing the political structure			
All Groups	339	3.02	.87
Black	26	2.92	.98
Caucasian	244	3.06	.86
Oriental	32	3.09	.70
Spanish-surnamed	26	2.91	.86
(51) Having friends			
All Groups	342	1.54	.71
Black	26	1.96	.77
Caucasian	246	1.43	.66
Oriental	32	1.63	.75
Spanish-surnamed	33	1.76	.75
(52) Good grades			
All Groups	342	1.64	.72
Black	26	1.58	.81
Caucasian	246	1.70	.72
Oriental	32	1.69	.69
Spanish-surnamed	33	1.24	.50

Office of Institutional Studies/Management Information

CHART NO. 14: CONTINUED

STUDENTS' PERSONAL VALUES	N	MEAN	S.D.
(53) Learning			
All Groups	342	1.18	.41
Black	26	1.19	.40
Caucasian	246	1.17	.41
Oriental	32	1.25	.51
Spanish-surnamed	33	1.12	.33
(54) Raising a family			
All Groups	340	2.74	.95
Black	26	2.58	1.17
Caucasian	245	2.73	.95
Oriental	31	2.81	.83
Spanish-surnamed	33	2.88	.78
(55) Being successful in a business of my own			
All Groups	340	2.72	1.12
Black	26	2.69	1.19
Caucasian	244	2.80	1.13
Oriental	32	2.53	1.05
Spanish-surnamed	33	2.39	1.09
(56) Becoming involved in environmental programs			
All Groups	340	2.80	.75
Black	26	2.81	.75
Caucasian	245	2.80	.75
Oriental	31	2.79	.80
Spanish-surnamed	33	2.79	.65
(57) Establishing my own set of values			
All Groups	341	1.39	.68
Black	26	1.42	.76
Caucasian	245	1.33	.61
Oriental	32	1.63	.79
Spanish-surnamed	33	1.67	.89
(58) Participating in community action programs			
All Groups	340	2.61	.79
Black	26	2.69	.79
Caucasian	244	2.62	.80
Oriental	32	2.53	.62
Spanish-surnamed	33	2.52	.80

CHART NO. 14: CONTINUED

STUDENTS' PERSONAL VALUES	N	MEAN	S.D.
(59) Keeping up-to-date in political affairs			
All Groups	339	2.40	.86
Black	26	2.54	.99
Caucasian	244	2.35	.84
Oriental	31	2.74	.77
Spanish-surnamed	33	2.39	.90
(60) Becoming a well-read person across all fields			
All Groups	339	2.23	.83
Black	26	2.23	.86
Caucasian	245	2.24	.82
Oriental	31	2.32	.91
Spanish-surnamed	32	2.16	.88
(61) Dating			
All Groups	339	2.57	.87
Black	26	2.88	.82
Caucasian	243	2.47	.86
Oriental	32	3.09	.82
Spanish-surnamed	33	2.55	.83
(62) Service to others			
All Groups	339	1.86	.72
Black	26	1.85	.78
Caucasian	244	1.85	.70
Oriental	31	1.90	.79
Spanish-surnamed	33	1.91	.77
(63) Influencing social values			
All Groups	336	2.49	.86
Black	26	2.42	.90
Caucasian	241	2.49	.85
Oriental	31	2.61	.88
Spanish-surnamed	33	2.52	.91
(64) Being financially well-off			
All Groups	338	2.55	.89
Black	26	2.58	.99
Caucasian	243	2.59	.88
Oriental	31	2.35	.91
Spanish-surnamed	35	2.52	.87

Office of Institutional Studies/Management Information

CHART NO. 15: FRESHMAN PERSONAL VIEWS RANKED BY ETHNIC GROUP WITH KENDALL COEFFICIENT OF CONCORDANCE (W) TEST, 1

STUDENTS' PERSONAL VALUES	BLACK	CAU-CASIAN	ORIENTAL	SPANISH-SURNAMED
(47) having a good time.	8.5	7	7	10
(48) becoming accomplished in one of the performing arts (e.g., dancing, acting, etc.) or creating an artistic work.	18	18	18	18
(49) becoming an authority in my field.	4	6	6	5
(50) influencing the political structure.	17	17	17.5	17
(51) having friends.	6	3	2.5	4
(52) good grades.	3	4	4	2
(53) learning.	1	1	1	1
(54) raising a family.	11.5	14	15	16
(55) being successful in a business of my own.	13.5	16	10.5	8.5
(56) becoming involved in environmental programs.	15	15	14	15
(57) establishing my own set of values.	2	2	2.5	3
(58) participating in community action programs.	13.5	13	10.5	12
(59) keeping up to date in political affairs.	10	9	13	8.5
(60) becoming a well-read person across all fields.	7	8	8	7
(61) dating.	16	10	17.5	14
(62) service to others.	5	5	5	6
(63) influencing social values.	8.5	11	12	12
(64) being financially well-off.	11.5	12	9	12

Kendall Coefficient of Concordance, W:

$W = .99 \quad X^2 = 67.32 \quad X^2$ (α=.01, 17 df) = 33.41

Office of Institutional Studies/Management Information

University of San Francisco

CHART NO. 16: FRESHMAN PERSONAL VALUES BY ETHNIC GROUP COMBINATIONS, FALL 1974---t-TESTS

STUDENTS' PERSONAL VALUES	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(47) Having a good time						
a. Caucasian/Black	- 1.817	*	Rejected	.05	∞	1.645
b. Caucasian/Oriental	- 1.076		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- 2.514	*	Rejected	.01	∞	2.236
d. Black/Oriental	.661		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	- .255		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .998		Accepted	.05	∞	1.645
(48) Becoming accomplished in one of the performing arts (e.g., dancing, acting, etc.) or creating an artistic work						
a. Caucasian/Black	.016		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.465		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .352		Accepted	.05	∞	1.645
d. Black/Oriental	.331		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	- .267		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .615		Accepted	.05	∞	1.645
(49) Becoming an authority in my friend						
a. Caucasian/Black	2.417	*	Rejected	.01	∞	2.326
b. Caucasian/Oriental	.553		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	1.069		Accepted	.05	∞	1.645
d. Black/Oriental	- 1.343		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	- 1.001		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.363		Accepted	.05	∞	1.645

6/75

Office of Institutional Studies/Management Information

CHART NO. 16: CONTINUED

STUDENTS' PERSONAL VALUES	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(50) Influencing the political structure						
a. Caucasian/Black	.663		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .230		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.869		Accepted	.05	∞	1.645
d. Black/Oriental	- .702		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.066		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.853		Accepted	.05	∞	1.645
(51) Having friends						
a. Caucasian/Black	-2.924	*	Rejected	.01	∞	2.326
b. Caucasian/Oriental	-1.175		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	-2.022	*	Rejected	.05	∞	1.645
d. Black/Oriental	1.459		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.890		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .616		Accepted	.05	∞	1.645
(52) Good grades						
a. Caucasian/Black	.685		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.100		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	3.422	*	Rejected	.01	∞	2.326
d. Black-Oriental	- .481		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	1.554		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	2.318	*	Rejected	.05	∞	1.645

CHART NO. 16: CONTINUED

STUDENTS' PERSONAL VALUES	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(53) Learning						
a. Caucasian/Black	- .134		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .568		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.493		Accepted	.05	∞	1.645
d. Black/Oriental	.326		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.445		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.800		Accepted	.05	∞	1.645
(54) Raising a family						
a. Caucasian/Black	.732		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .386		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .844		Accepted	.05	∞	1.645
d. Black/Oriental	- .856		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	-1.151		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .322		Accepted	.05	∞	1.645
(55) Being successful in a business of my own						
a. Caucasian/Black	.476		Accepted	.05	∞	1.645
b. Caucasian/Oriental	1.387		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	2.090	*	Rejected	.05	∞	1.645
d. Black/Oriental	.577		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	1.063		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.536		Accepted	.05	∞	1.645

CHART NO. 16: CONTINUED

STUDENTS' PERSONAL VALUES	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(56) Becoming involved in environmental programs						
a. Caucasian/Black	- .020		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.175		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.107		Accepted	.05	∞	1.645
d. Black/Oriental	.143		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.090		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .064		Accepted	.05	∞	1.645
(57) Establishing my own set of values						
a. Caucasian/Black	- .543		Accepted	.05	∞	1.645
b. Caucasian/Oriental	-1.808	*	Rejected	.05	∞	1.645
c. Caucasian/Spanish-surnamed	-1.982	*	Rejected	.05	∞	1.645
d. Black/Oriental	- .870		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	-1.028		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .183		Accepted	.05	∞	1.645
(58) Participating in community action programs						
a. Caucasian/Black	- .378		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.608		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.651		Accepted	.05	∞	1.645
d. Black/Oriental	.722		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.959		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.077		Accepted	.05	∞	1.645

CHAPTER NO. 16: CONTINUED

STUDENTS' PERSONAL VALUES	CALCULATED SCORE		MULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(59) Keeping up to date in political affairs						
a. Caucasian/Black	- .913		Accepted	.05	∞	1.645
b. Caucasian/Oriental	-2.311	*	Rejected	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .237		Accepted	.05	∞	1.645
d. Black/Oriental	- .811		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.566		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	1.523		Accepted	.05	∞	1.645
(60) Becoming a well-read person across all fields						
a. Caucasian/Black	.031		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .475		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.457		Accepted	.05	∞	1.645
d. Black/Oriental	- .367		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.302		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.697		Accepted	.05	∞	1.645
(61) Dating						
a. Caucasian/Black	-2.223	*	Rejected	.05	∞	1.645
b. Caucasian/Oriental	-3.663	*	Rejected	.01	∞	2.326
c. Caucasian/Spanish-surnamed	.450		Accepted	.05	∞	1.645
d. Black/Oriental	- .876		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	1.425		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	2.433	*	Rejected	.01	∞	2.326

CHART NO. 16: CONTINUED

STUDENTS' PERSONAL VALUES	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(62) Service to others						
a. Caucasian/Black	.012		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .326		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .376		Accepted	.05	∞	1.645
d. Black/Oriental	- .242		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	- .272		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .026		Accepted	.05	∞	1.645
(63) Influencing social values						
a. Caucasian/Black	.340		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .689		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .145		Accepted	.05	∞	1.645
d. Black/Oriental	- .755		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	- .369		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.413		Accepted	.05	∞	1.645
(64) Being financially well-off						
a. Caucasian/Black	.057		Accepted	.05	∞	1.645
b. Caucasian/Oriental	1.284		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.423		Accepted	.05	∞	1.645
d. Black/Oriental	.855		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.244		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .678		Accepted	.05	∞	1.645

CHART NO. 17: FRESHMAN PERSONAL CONCERNS ABOUT COLLEGE BY TOTAL AND ETHNIC GROUP DISTRIBUTION, FALL 1974---DESCRIPTIVE STATISTICS

STUDENTS' PERSONAL CONCERNS ABOUT COLLEGE	N	MEAN	S.D.
(65) Meeting people and making friends			
All Groups	343	1.54	.72
Black	26	1.73	.92
Caucasian	245	1.56	.71
Oriental	31	1.39	.62
Spanish-surnamed	33	1.48	.67
(66) Having a compatible roommate			
All Groups	300	2.72	1.17
Black	24	2.17	1.17
Caucasian	214	2.30	1.16
Oriental	29	2.38	1.27
Spanish-surnamed	28	2.69	1.12
(67) Obtaining housing after my freshman year			
All Groups	315	2.17	.89
Black	25	3.04	.79
Caucasian	223	3.16	.88
Oriental	30	3.23	.94
Spanish-surnamed	32	3.25	.92
(68) Maintaining above-average grades			
All Groups	340	1.38	.63
Black	26	1.38	.75
Caucasian	245	1.40	.64
Oriental	31	1.39	.62
Spanish-surnamed	33	1.24	.44
(69) Leaving home			
All Groups	328	2.68	.88
Black	25	2.84	.80
Caucasian	237	2.70	.87
Oriental	31	2.61	.95
Spanish-surnamed	30	2.60	.89
(70) Establishing an independent set of standards for myself and personal life style			
All Groups	339	1.77	.89
Black	26	1.96	1.08
Caucasian	244	1.77	.89
Oriental	31	1.65	.66
Spanish-surnamed	33	1.88	.89

CHART NO 17: CONTINUED

STUDENTS' PERSONAL CONCERNS ABOUT COLLEGE	N	MEAN	S.D.
(71) Maintaining my present moral and religious convictions			
All Groups	335	2.07	1.02
Black	26	1.65	.75
Caucasian	241	2.10	1.03
Oriental	30	2.07	1.08
Spanish-surnamed	33	2.21	1.02
(72) Deciding what do do with my life after Graduation			
All Groups	338	1.72	.90
Black	26	1.96	1.08
Caucasian	243	1.77	.91
Oriental	31	1.42	.72
Spanish-surnamed	33	1.45	.71
(73) Whether or not it was a good idea to come to USF			
All Groups	336	2.22	.90
Black	25	2.32	.80
Caucasian	242	2.23	.89
Oriental	31	2.06	.85
Spanish-surnamed	33	2.15	1.00
(74) Dating decisions that involve my attitude/ values on sex			
All Groups	336	2.60	.93
Black	25	2.88	.93
Caucasian	242	2.56	.97
Oriental	31	2.68	1.11
Spanish-surnamed	33	2.58	.97
(75) Exposure to drug use			
All Groups	336	2.90	.97
Black	26	3.00	.75
Caucasian	242	2.86	.98
Oriental	30	2.93	1.01
Spanish-surnamed	33	3.09	1.01

CHART NO. 18: FRESHMAN PERSONAL CONCERNS ABOUT COLLEGE LIFE, FALL 1974---KENDALL COEFFICIENT OF CONCORDANCE (W) TEST

STUDENTS' PERSONAL CONCERNS ABOUT COLLEGE LIFE	BLACK	CAU-CASIAN	ORIENTAL	SPANISH-SURNAMED
(65) meeting people and making friends.	3	2	1.5	3
(66) having a compatible roommate.	6	7	7	9
(67) obtaining housing after my freshman year.	11	11	11	11
(68) maintaining above average grades.	1	1	1.5	1
(69) leaving home.	8	9	8	8
(70) establishing an independent set of standards for myself and personal life style.	4.5	4	4	4
(71) maintaining my present moral and religious convictions.	2	5	6	6
(72) deciding what to do with my life after graduation.	4.5	3	3	2
(73) whether or not it was a good idea to come to USF.	7	6	5	5
(74) dating decisions that involve my attitude/values on sex.	9	8	9	7
(75) exposure to drug use.	10	10	10	10

Kendall Coefficient of Concordance, W:

$W = .94$ $\quad X^2 = 37.60$ $\quad X^2$ ($\alpha = .01$, 10 df) = 23.21

CHART NO. 19: FRESHMAN PERSONAL CONCERNS ABOUT COLLEGE BY ETHNIC GROUP COMBINATIONS, FALL 1974---t-TESTS

STUDENTS' PERSONAL CONCERNS ABOUT COLLEGE	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(65) Meeting people and making friends						
a. Caucasian/Black	- .898		Accepted	.05	∞	1.645
b. Caucasian/Oriental	1.114		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.462		Accepted	.05	∞	1.645
d. Black/Oriental	1.463		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	1.043		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .488		Accepted	.05	∞	1.645
(66) Having a compatible roommate						
a. Caucasian/Black	.569		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .362		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	-1.778	*	Rejected	.05	∞	1.645
d. Black/Oriental	.700		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	-1.718	*	Rejected	.05	∞	1.645
f. Oriental/Spanish-surnamed	-1.034		Accepted	.05	∞	1.645
(67) Obtaining housing after my freshman year						
a. Caucasian/Black	.620		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .407		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .515		Accepted	.05	∞	1.645
d. Black/Oriental	- .771		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	- .856		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .068		Accepted	.05	∞	1.645

CHART NO. 19: CONTINUED

STUDENTS' PERSONAL CONCERNS ABOUT COLLEGE	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(68) Maintaining above-average grades						
a. Caucasian/Black	.087		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.087		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	1.253		Accepted	.05	∞	1.645
d. Black/Oriental	- .011		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.693		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	1.796		Accepted	.05	∞	1.645
(69) Leaving home						
a. Caucasian/Black	- .761		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.449		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.526		Accepted	.05	∞	1.645
d. Black/Oriental	.906		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.965		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.052		Accepted	.05	∞	1.645
(70) Establishing an independent set of standards for myself and personal life style						
a. Caucasian/Black	- .900		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.793		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .618		Accepted	.05	∞	1.645
d. Black/Oriental	1.263		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.316		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	-1.062		Accepted	.05	∞	1.645

CHART NO. 19: CONTINUED

STUDENTS' PERSONAL CONCERNS ABOUT COLLEGE	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(71) Maintaining my present moral and religious convictions						
a. Caucasian/Black	2.480	*	Rejected	.01	∞	2.326
b. Caucasian/Oriental	.185		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .577		Accepted	.05	∞	1.645
d. Black/Oriental	-1.623		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	-2.285	*	Rejected	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .562		Accepted	.05	∞	1.645
(72) Deciding what to do with my life after graduation						
a. Caucasian/Black	- .923		Accepted	.05	∞	1.645
b. Caucasian/Oriental	2.108	*	Rejected	.05	∞	1.645
c. Caucasian/Spanish-surnamed	1.955	*	Rejected	.05	∞	1.645
d. Black/Oriental	2.133	*	Rejected	.05	∞	1.645
e. Black/Spanish-surnamed	2.021	*	Rejected	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .166		Accepted	.05	∞	1.645
(73) Whether or not it was a good idea to come to USF						
a. Caucasian/Black	- .468		Accepted	.05	∞	1.645
b. Caucasian/Oriental	.944		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	.433		Accepted	.05	∞	1.645
d. Black/Oriental	1.046		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	.674		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .361		Accepted	.05	∞	1.645

CHART NO. 19: CONTINUED

STUDENTS' PERSONAL CONCERNS ABOUT COLLEGE	CALCULATED SCORE		NULL HYPOTHESIS			
	t	sig	ACCEPTED/ REJECTED	α	df	t
(74) Dating decisions that involve my attitude/ values on sex						
a. Caucasian/Black	-1.569		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .579		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	- .075		Accepted	.05	∞	1.645
d. Black/Oriental	.751		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	1.180		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	.398		Accepted	.05	∞	1.645
(75) Exposure to drug use						
a. Caucasian/Black	- .776		Accepted	.05	∞	1.645
b. Caucasian/Oriental	- .379		Accepted	.05	∞	1.645
c. Caucasian/Spanish-surnamed	-1.243		Accepted	.05	∞	1.645
d. Black/Oriental	.266		Accepted	.05	∞	1.645
e. Black/Spanish-surnamed	- .373		Accepted	.05	∞	1.645
f. Oriental/Spanish-surnamed	- .621		Accepted	.05	∞	1.645